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ABSTRACT

The intent of this exemplary program in prevocational education was to enhance the vocational awareness and aspirations of 238 disadvantaged seventh and eighth grade students of Puerto Rican background through an extensive career orientation program consisting of curriculum reform and co-curricular activities. The program's activities and procedures centered around creating a school oriented program on which outside community resources would focus. Some of these community-oriented activities included in-class instruction, projects, on-site job visitation, individual and group job oriented counseling, involvement of leaders of the Spanish community, and use of resource materials for instructional and enrichment purpose from community services and commercial establishments. Evaluation of the program was accomplished through utilization of many techniques, including such activities as administrative evaluation, student evaluation as to participation and voluntary actions, and formal and informal testing of student's awareness of the world of work. Other aspects discussed in this report are: (1) time schedule, (2) budget, (3) explanation of curriculum design and development, and (4) instructional materials. (SB)

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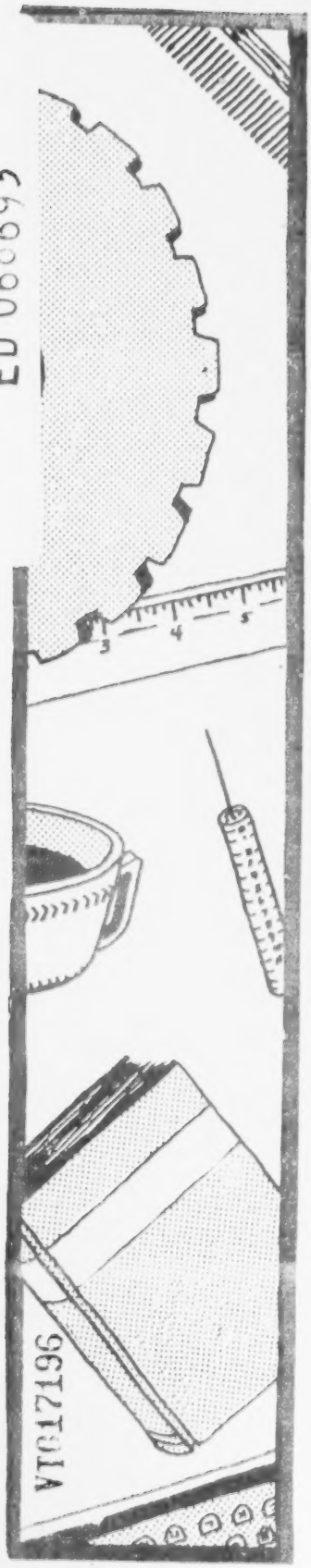

PRE VOCATIONAL EDUCATION

Exemplary Program Final Report

Waterbury, Connecticut

Dr. Michael F. Wallace, Supt. of Schools

VT017196

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WATERBURY DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION
WATERBURY, CONNECTICUT

TITLE:	Pre-Vocational Education
CONTRACTING AGENCY:	Waterbury Board of Education Dr. Michael F. Wallace - Superintendent of Schools
DURATION OF PROGRAM:	One (1) year
PROGRAM EVALUATORS:	Mr. Eugene F. Spagnola - Director of Vocational Education - Waterbury
	Mr. Joseph Skerritt - Principal of participating schools
	Mr. William R. Synnott - Co-Curriculum Program Director
	Mr. Michael A. Pace - Curriculum Resource Specialist
PROGRAM LOCATION:	Croft School
TOTAL FEDERAL FUNDS:	$28,750.00
DATE TRANSMITTED:	February 16, 1971

WATERBURY DEPARTMENT OF EDUCATION
Pre-Vocational Education
Waterbury, Connecticut

Program Personnel

Directors

Michael A. Pace - Curriculum Resource Specialist

William R. Synnott - Co-Curriculum Program Director

Diane Brown - Assistant Curriculum Developer

Eugene F. Spagnola - Director of Vocational Education

State Department of Education

Francis A. Ferrucci

Charles Bertagna

Croft School Staff

Joseph Skerritt - Principal

7th grade	8th grade	Industrial Arts
Martin Scully	Mary Ellen Dessureault	Richard Spirto
Francis A. Vuolo	William F. Cone	
Leo Gillis	Joseph W. Meaney	
Robert J. McCarthy	Timothy M. Daly	
William M. Catuccio	Joanne E. Ritucci	

Language Development
Thomas Melesky

Classroom Aid (L.D.)
Milton Rodriquez

Home Economics Teacher
Shirley Mercer

Supportive Staff
Marguerite Matakaetis - School Secretary
Antonia H. Manera - Home School Relations Worker
Jean M. Gallo - School Aide

Graphic Drawing - Art Work
Richard Ricardi - Charts
William F. Cone - Cover Page

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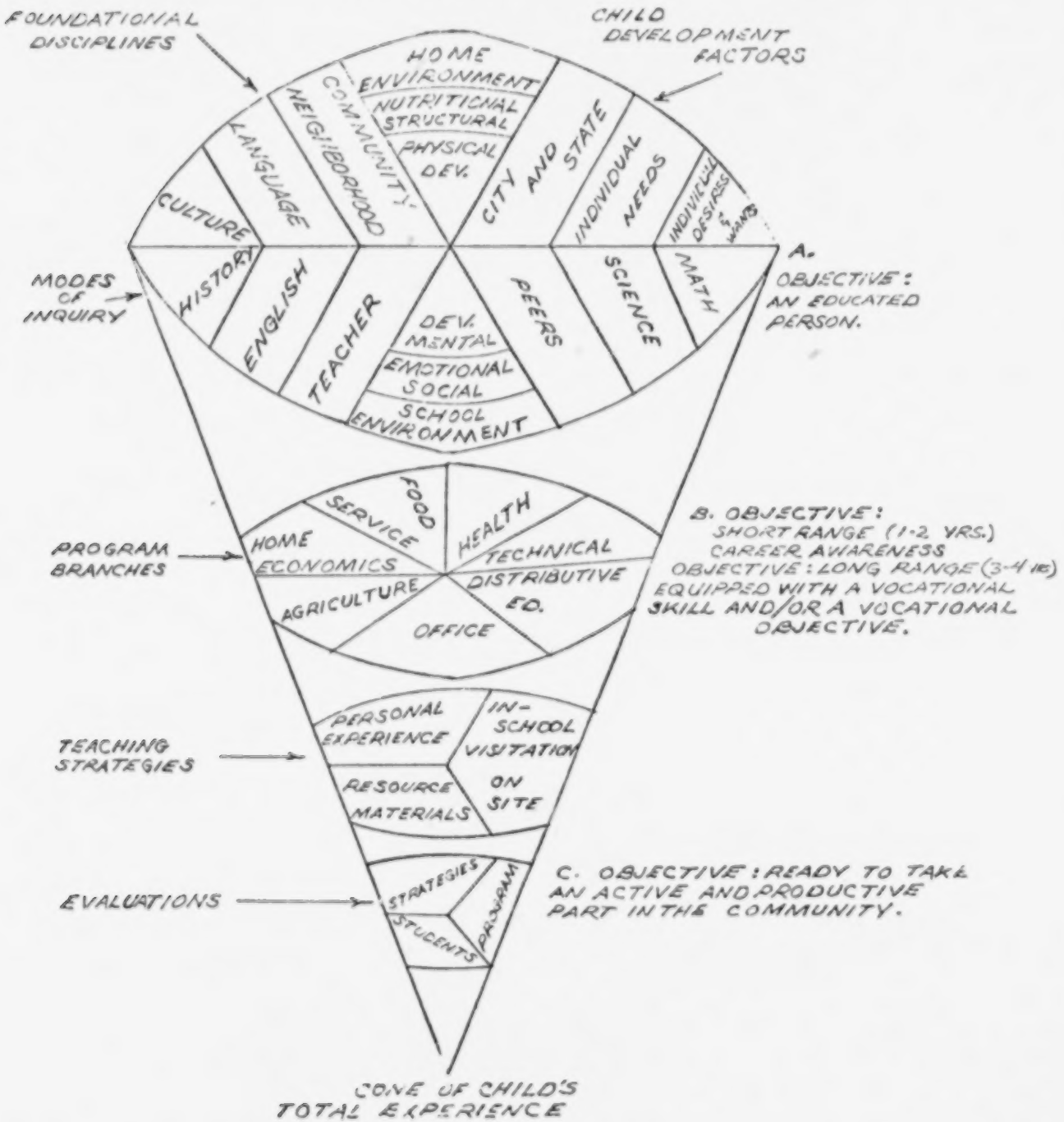
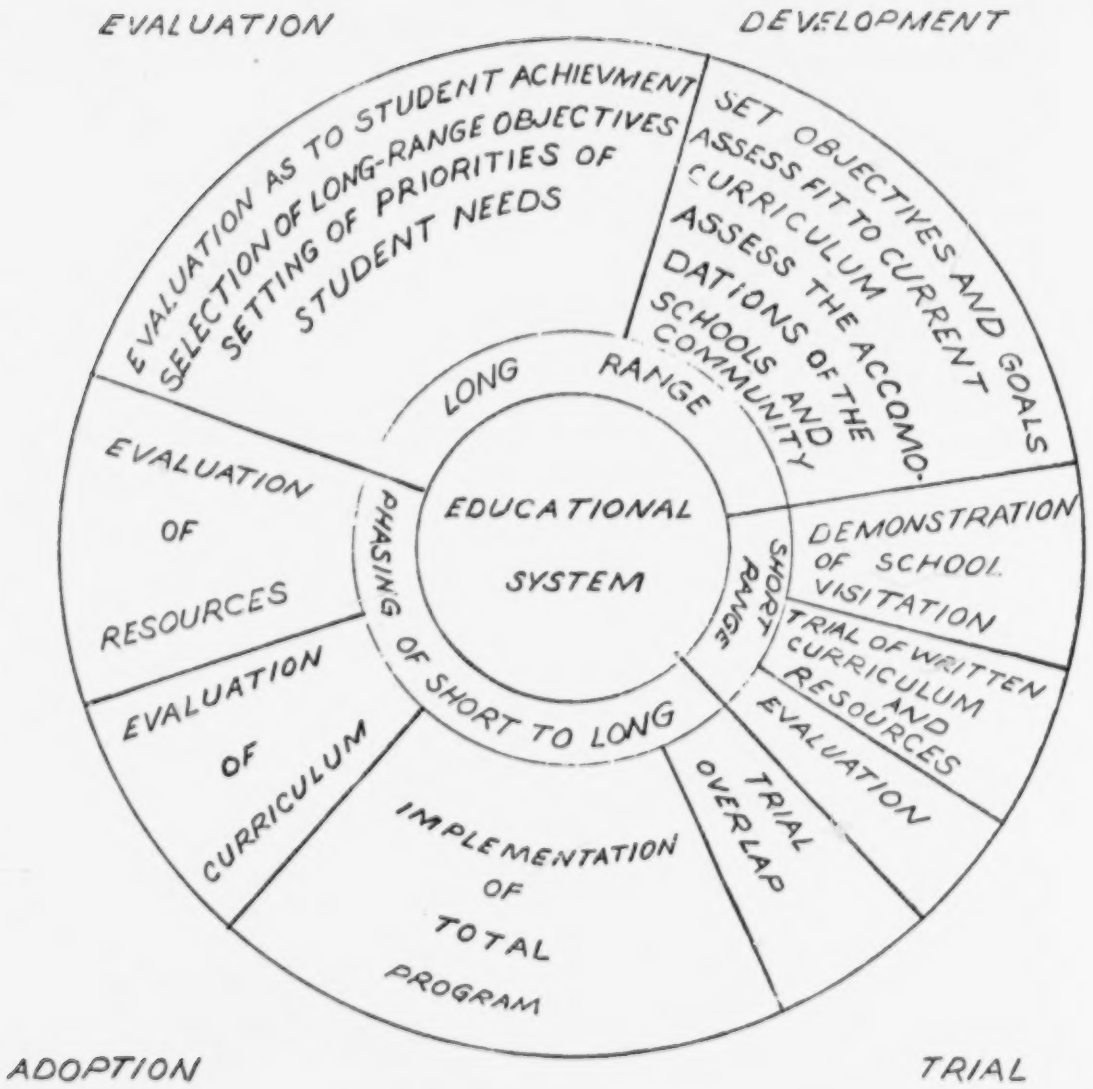
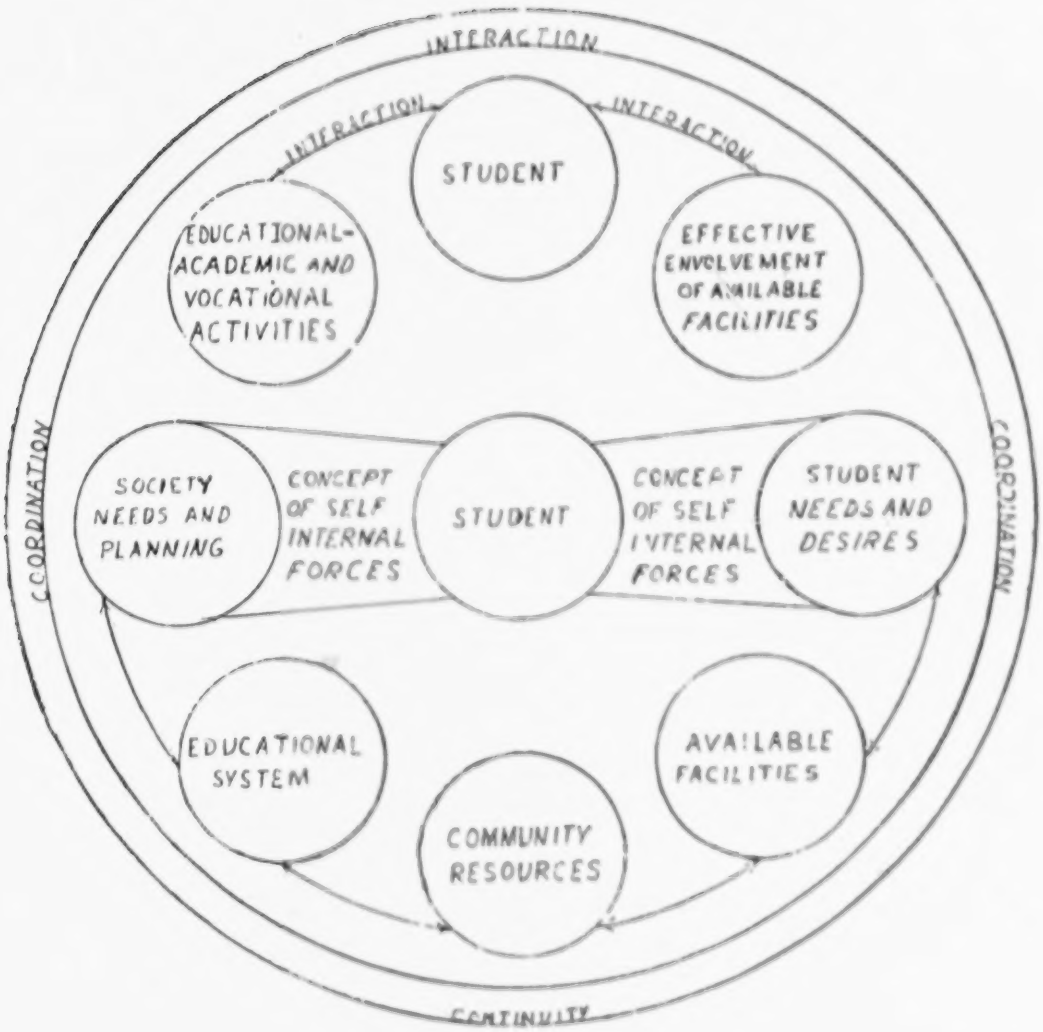
CURRICULUM DESIGN-PREVOCATIONAL EDUCATION



PROGRAM IMPLEMENTATION CHART



CURRICULUM PHILOSOPHY
CHART



Overview

The following report is a comprehensive analysis of the development, initiation, and evaluation of the exemplary program in the field of Vocational Education.

This Career Orientation Program dealt with students on the seventh and eighth grade level.

The Program was designed to serve primarily disadvantaged students within the Spanish community.

This target population was selected for the following reasons:

A) Relatively high drop-out rate

B) Over-age of elementary grade students

C) Language handicaps

D) Low vocational awareness, aspirations, and achievement

E) Economically disadvantaged

F) Limited social and economic involvement within the total community.

The intent of the program was to enhance the vocational awareness and aspirations, of the target population, by an extensive career orientation program consisting of curriculum reform and co-curricular activities.

This program was Waterbury's pilot program for the implementation

of career education throughout the city's elementary and future Middle Schools.

Program Goals

The goals of the Pre-Vocational Program are aligned with those of the Department of Health, Education and Welfare. They are:

A) To have all education subjects matter made more meaningful to the student by focusing it around a career development theme.

The mastering of language arts, mathematic, science, and social studies in the abstract without practical application limits the students abilities to find their studies relevant.

A system which stresses abstract reasoning is detrimental to those students whose strength is other than in the abstract, verbal and quantitive areas.

B) To provide the students with guidance and instruction necessary to help develop their self-awareness and direction; to increase their occupational awareness and aspirations and to develop appropriate attitudes concerning the personal and social significance of work.

Having the student become aware of his total self, as to his qualities and short-coming, he can more realistically set a career objective:

this in conjunction with better understanding of work, should help make a positive change in the attitudes of the student concerning the significance of work.

C) To guarantee all students the opportunity to gain an entry level skill prior to their leaving school.

The goal expresses the purpose of including as part of the total educational experience and exploratory phase in Pre-Vocational Education (Career Orientation).

The exploration and preparation for an occupation would become more detailed and more significant through the higher school grades.

D) To utilize and coordinate community resources into the education system.

To utilize and coordinate the vast relatively untapped community resources in order to reach the goal and objective of Pre-Vocational Education.

This utilization will be to involve the community effectively for the purpose of student educational experience.

E) To introduce a curricular relevancy with emphasis on vocational areas.

By emphasis on vocational areas and on specific occupations the student might better understand the relevancy of school subject skills to the

skills needed in the world of work. The curriculum through various subtle and direct approaches (to the problem) would emphasize the related studies skills and knowledge to performance in the specific occupation being presented.

F) To develop an individualized Pre-Vocational Planning Program.

The guiding of the student to explore careers which had his interest, and to become aware of his individual qualities in order to be better able to plan and develop his future.

G) To seek curricular and co-curricular programs and procedures which could be used as models for a general seventh and eighth grade population.

The development of several different avenues of approach to the problem which would aid in the accomplishment of the program's objectives. The coordination of both the curricular and the co-curricular activities is essential to meet the students' needs better.

H) To attempt to affect positively and to up-grade youth employment by indicating the necessary connection between continuing education and better occupational opportunity.

The outcome of the program's instruction, activity, and guidance with the student becoming more aware of the relevancy of education and training should cause a more knowledgeable and self-directed individual to the attainment of a career objective.

I) Attempt to reduce the high drop-out rate of the target population by stressing the continuance of schooling and by increasing opportunities in the various fields of work.

The effect of the total program with continued guidance and relevant curriculum will increase occupational aspirations and should reduce the present high drop-out rate.

To summarize then, this program had a definite affect on the students served. This end was accomplished by the introduction of creative approaches to formal and informal education, and by the introduction of creative procedures emphasizing Pre-Vocational aspirations. This program will eventually lead into a Career Orientation Program which will be implemented throughout Waterbury's Elementary and Middle Schools.

Problem Area and Individual Served

The exploratory program sought ways of introducing relevant materials, programs and procedures into the curriculum and co-curriculum of a newly created clientele----the creation of a seventh and eighth grade school which was populated mainly by Puerto Rican Youths, many of whom had language handicaps and were potential drop-outs. Essentially, the problem definition is found in the language conditions, low vocational aspirations and the economic levels of the youths served; all of which are causitive

factors of a high incidence of drop-outs and poor attendance in employment.

The typical student involved in the program, came from a family whose income level put them in a class that can best be defined as economically disadvantaged by federal standards. These students come from families - many of which are welfare recipients.

The social condition of the students is such that they are living in a culture within a culture, thus they are facing the pressures and expectations of two norms to which they are not adjusting adequately. The inconsistancies in values and economic problems give rise to deviating behavior and creates social problems in the community.

Many of the students suffer low academic achievement due to their language problems and due to the transiency of the family. Because of the low academic and vocational aspiration as well as the lack of awareness of the target population, the students tend to have a lower level of achievement in their academic work.

Exemplary Features

The program is classified as "Exemplary" in that it follows the dictum: "The primary function of exemplary programs is to broaden occupational aspirations.....with special emphasis.....to youths with

socio-economic, academic handicaps."

This "primary function" can be seen throughout the program description in terms of both the population served and the content of the program offered. Futher exemplary features include:

A) The program is innovative in its early stress on experimental programming.

B) Youths have been given the opportunity to broaden their occupational aspirations and opportunities through occupational sampling, group and individual discussions and increase knowledge of the world of work through a creative reform of the curriculum.

C) Special emphasis was given to disadvantaged youths.

D) Evaluation and dissemination of results has been built into the program.

E) The notion of "model" has been expressed in the program design.

F) The results (intended) will affect youth employment in ways previously described, ranging from stressing continuation of education and training to more concrete occupational sampling and guidance with the goal of up-graded employability.

G) Coordination with other programs is assured since this exemplary program has a built-in consultative body with cross agency programs membership and is an integral portion of the community's Five Year

Plan.

H) Participation of students in non-public, non-profit schools was sought within the limits of individual time schedules of pupils and with the stipulation that the general non-public population had the characteristics of the target population.

Setting to Which Objectives Applied

To help the problems of the target student population, the city of Waterbury provided a low pupil to teacher ratio, a new setting for the seventh and eighth graders, and an intensive Language Development Program. The natural corollary to such a program was the addition of pre-vocational programming.

The setting of the program was initially for ninety-five (95) seventh graders and ninety-one (91) eighth graders (many much older than population norms at such levels.)

Ratios

Teacher - Pupil Ratio

Teachers	Pupils	Ratio
13	190	1·14

Professional Pupil ratio

Professional	Pupils	Ratio
16	190	1·12

Student Population Adjusted

After the initial four months of the program, and the closing of the school year, the Croft School Building was designated to house seventh and êighth grade students of an additional school; consequently, at the begining of the school year (1971-1972) the number of pupils housed at Croft was 238, and an additional two (2) teachers were added to the staff.

Adjusted Ratios

Teacher	Pupil	Ratio
15	238	1:16
Professional & Supportive Staff	Pupil	Ratio
18	238	1:13

Program Activities

The program's activities and procedures centered around creating a school oriented program on which outside community resources would focus. Examples of these community oriented activities were: In-class instruction, orientation, projects, related study subject - occupational materials, in-school work center, on-site job visitation, resource personnel both in and out of school on a guest demonstration basis,

individual and group job oriented counseling, cross use of elementary and high school vocational laboratories, cross use of Spanish speaking students presently enrolled in vocational education programs in the high schools, involvement of leaders of the Spanish community on a resource basis, and use of resource materials for instructional and enrichment purpose from community services and commercial establishments.

Evaluation Techniques

The evaluation of the program was handled on several levels by persons dealing with and viewing the program from different aspects. Persons evaluating the program were:

Mr. Eugene F. Spagnola - Director of Vocational Education in Waterbury

Mr. Joseph Skerrit - Principal of Croft School

Mr. Michael A. Pace - Curriculum Resource Specialist

Mr. William R. Synnott - Co-Curriculum Director

The techniques employed for evaluation were conducted throughout the program, so as to make any changes where necessary to meet the student's needs and the programs' objectives. These techniques were: Individual (meetings) with the staff on specific units of their involvement, administrative evaluation of program activities and operations, student evaluation as to participation and voluntary actions, program directors' assessment

of the operation and accomodations of the program, and formal and informal testing for the purpose of assessing the students' awareness of the world of work.

With the evaluation being handled by the above mentioned personnel and techniques, the following are the behaviorable objectives to be assessed·

A) Change of student attitude toward self, school and work.

B) Increased awareness of possible career objectives.

C) Increased interest in learning about the world of work and increased awareness of alternatives (as to schools and vocational training programs).

In summation, the evaluation techniques have been a successful means of communication - furnishing pertinent information as to the programs' operation.

Personnel

To initiate, develop and operate the program two directors were appointed·

A) Curriculum Resource Specialist

This person worked with existing seventh and eighth grade curriculum facilities and pupils to integrate Pre-Vocational topics and methodologies into the curriculum - the end goal being the creation of a model curriculum adaptable to the general seventh and eighth grade population in the community.

The curriculum would stress the potential relevancies of traditional educational topics and the world of work.....whether the fields of study be mathematics, language, social studies or science.

B) Co-Curriculum Program Director

This person worked with seventh and eighth grade students in the following areas: occupational sampling, group consuling, introducing students to the city's vocational education offering and implementing individualized Pre-Vocational planning. The Co-Curriculum Director met weekly or more with student groups, introduced them to occupational literature, and its resources), discussed career objectives, and the relevancy of the curriculum to city's vocational programs.

Emphasis in this co-curricular program was in the areas of group orientation, aspirational goal oriented planning and experience oriented activities.

Time Schedule

A) Curriculum Resource Director

a. Group instruction..... .....20%

b. Instruction materials preparation for classroom use.....60%

c. Coordination of materials and teacher orientation to materials..... ....15%

d. Formalized curriculum writing preparation of tested materials

for inclusion into city wide curriculum.....10%

B) Co- Curriculum Program Director

a. Group conseling techniques - life goal oriented.....30%

b. Teacher orientation and advisory for group follow through.10%

c. Individual conseling..... .....20%

d. On-site visitation observation, and professional meetings.

... .40%

Special Qualification of Staff

A) Curriculum Resource Specialist

a. Must have teaching certificate - grade 1-8 as per Connecticut State Certificate requirements.

b. Two years work experience

c. Two years teaching experience of disadvantaged youths in an inner city elementary school.

d. Two years teaching experience in a community school

e. Formal Study in:

1. Curriculum Development

2. Child Psychology

3. Economics

B) Co-Curriculum Program Director

a. Teaching Certification - grades 1-8 as per Connecticut State

Certificate requirements.

b. Two years of work experience

c. A Master Degree in Administration and Supervision

d. At least two years teaching experience

e. Formal Study in:

1. Curriculum Development

2. Principles of guidance

3. Economics

4. Psychology and Sociology

C) Assistant Curriculum Developer

a. Knowledges, skills and abilities

1. Has thorough knowledge of office terminology, procedure, equipment, and of business arithmetic and English.

2. Has knowledge of elementary bookkeeping

3. Ability to follow complex oral and written direction

4. Ability to get along with others

5. Demonstrated ability to maintain complex clerical records and prepare reports from such records.

6. Ability to make decisions in accordance with laws, ordinances, and regulations and established procedures where errors could easily result in additional costs to

the City government.

7. Ability to make relatively complex mathematical computations rapidly and accurately.
8. Ability to plan and supervise the work of others
9. Good judgement: tact and courtesy: good physical condition.

b. Considerable, progressively responsible, experience in clerical work of the level of Clerk Typist II or above and completion of standard high school equivalent combination of experience and training which provides the required knowledges, skills and abilities.

Future Budgeting

It is the policy of the Waterbury Board of Education to fund programs that are deemed successful and vital to the welfare of the students.

The Pre-Vocational Program which has been housed at Croft School has been continued by the Waterbury Board of Education, and provisions have been made to expand the program to other Middle School areas and lower elementary level, as a Career Orientation Program.

Target Population

The Pre-Vocational Program was directed toward the potential non-college

bound student. The majority of students involved in this program met the federal criteria for the disadvantaged and came from the Urban Model City's area. These students were predominantly Spanish speaking with language difficulties.

The school selected for this program was in a federally designated disadvantaged area.

Relevance

The occupational goals of the Puerto Rican Youth in Waterbury is limited by the low occupational achievement levels of the adults. At present 94.9% of the Puerto Rican adults are working in the unskilled labor category, while only 2.6% work in clerical positions, and 2.6% are classified as skilled labor. These startling statistics indicated the need to provide a program, such as Pre-Vocational Education, that would improve both the beginning skills and the life goals of the student.

The life-style of the student with a Spanish background need not be changed, but the tools for adequate success in life's competition should be provided.

Curriculum Design Explanation

The Curriculum Design developed for the running of the Pre-Vocational

Program is enclosed.

The design, graphically illustrates the major areas of the curriculum and how they are interrelated.

The overall design stresses the "Cone" of the child's total experience both in school, and in his community relationships.

Starting with the top of the cone, the oval is separated subtly with a mirror type reflection: the child's Development factor and Foundation Disciplines at the top and their related modes of inquiring below.

Example: Culture as a Foundation Discipline is correlated to History: Individual need which is under the child development factors is correlated to science.

The objective for the top oval of the cone is basically an "educated person. Beneath the oval appears a second oval which deals with the seven branches of the careers that Pre-Vocational Education dealt with.

The purpose for the position of this second oval is to present it as a supportive platform that will help to educate the child in school, and show the relevancy of his studies, to his needs in society.

There is both a short range and a long range object at this level.

> Short Range - 1 to 2 years career awareness
> Long Range - 3 to 4 years - Student to be equipped with a Vocational entry skill and/or a career objective. (High School)

Following the cone downward, the third oval presents itself. This oval

represents the teaching strategies employed to achieve the program's goals and objectives. Each of the three categories contained several different avenues of approach. The base of the cone is the total project evaluation of how all the parts were coordinated effectively and positively.

The broad objective is a person ready to take an active and productive part in the community.

In summation it should be stated that each oval is the top of a lower cone in the child's experience: each cone dependant upon its superior for relevance and meaning, yet depended upon as a supportative cone.

Grade Levels

The Croft School Pre-Vocational Program deals with students at the seventh and eighth grade level.

The initial part of the program is at the 7th grade level: the students are oriented to Pre-Vocational terms: What is a job, its different aspects, different fields, why certain jobs pay more, benefits - different kinds. The students, through 7th grade Pre-Vocational classes, learn how to fill out applications for employment and social security. Working papers and laws concerning labor are discussed. Unions are also discussed as an important aspect of employment. These and other Pre-Vocational Orientation materials are used and by mid-year the students are beginning to participate in career awareness units.

At first these career unit and visitations were at the awareness level. As awareness increased, a realistic view of the students potential was kept in mind: his academic achievements, potential, qualification, and short comings, so as to help the student see himself in a proper perspective of careers available to him with his future possibilities.

Throughout the seventh grade self-awareness unit games were employed to have the students become aware of themselves. Questions such as:

What kind of person am I?
What kind of a person do people think I am?
What kind of a person would I like to be?

This is the first step in Career Education and is continued throughout the entire program.

The program directors and the school administration realized that because of the age of some of the students, (some 15, 16, and 17 years of age in the seventh and eighth grades) there is a high probability of their being terminal students. For these students in such a situation, careers with limited educational requirements, and on-the-job training were emphasized in their career awareness planned program.

Procedures

This evaluation report has been written after approximately ten months, equivalent to one school year of operation of the program. The report covers

all phases of the program from time of the appointment of the directors through the implementation.

The program activities were developed and implemented for the students at Croft School where the program was housed.

The Pre-Vocational Program was assigned office space for the operation of the program. Also afforded were any and all facilities that existed in the building.

The program was developed with a built-in evaluation time and procedures. Enclosed is a chart which shows how the program was initiated, developed, implemented and evaluated. Evaluations were placed and conducted in four critical areas: Development Period, the trial period, implementation period and as a final activity of the program.

Events, materials and resources were critically evaluated, and the decision for change or acceptance of a teaching technique was made at the time of its usage.

Community Resources

The directors of the program made contacts with various institutions, businesses, agencies, and groups, and sought their help in the arrangements for speakers and visitations.

The program had established working relationship with local hospital

facilities, social groups, community action groups, large and small manufacturers, businessmen, agencies of the local, state, and federal levels. In general, the directors utilized any facilities that would aid in the operation of specific units and program operations.

The program established working relationships with other departments of the school system, such as Performing Arts, Industrial Arts, Community School (Extended Day), and Vocational Education.

These agencies, were used to facilitate the Pre-Vocational Education Program and its involved students. The personnel would speak to the students about their respective jobs and the education and training required for employment.

These working relationships were utilized to enhance the students' awareness of the educational programs available to him and to provide practical experience and exposure to these facilities. Visitations provided contact with the gainfully employed in the various fields.

A Career Orientation Panel sponsored by a local professional businessman's organization was set up. This organization supplied the panel participants who had expertise in the Career Cluster area being covered. This panel concept was also used as a form of evaluation for the unit.

Curriculum Development

The development of the curriculum for Pre-Vocational Education started

with the premise that the child was to be the total center around, and for which the program would revolve. The program would provide the child with experiences dealing with and related to the world of work: to view potential career objectives. The experience would be in two phases, first awareness:

A) To have the child become aware of himself as a person and potential worker and active social member.

B) To have the child become aware of the many different type of careers available.

C) To have the students become more sensitive to the complexity and inter workings of many occupations to turn out a finished product or service.

D) To have the student become aware of the workings and the functions of community services.

E) To have the student become knowledgeable of the ideas that working is not simply getting a job but of the many things to consider before taking employment.

The curriculum was organized to have them find out more about themselves, their own qualities and what they wanted from a job, and from life.

Second, experiences which were stimulated through individual career interest were more closely explored. Thus, at this point some students

would be going into some depth of study about a career and others would still be at the awareness level just becoming exposed to a field.

Many different types of materials and teaching aids were used to give the student a productive, educative, and stimulating experience. This experience would be built upon until the child had a near total picture of the career being presented.

In the curriculum, two criteria were stressed for the individual units and student experiences; continuity and interaction.

For each career and its related field, curriculum units were developed for individual presentation and for class presentation.

These units had basic strategies common to all; yet with many different initial approaches and presentation features.

The curriculum set a focus on experiences in the fifteen career cluster areas of employment; those being Office-Business, Home Economics gainful, Marine Science occupational, Public Service, Agri-business, and Natural Resource, Manufacturing, Health Occupations, Construction, Hospitality Aid Recreation, Fine Arts and Humantics, Transportation, Environment and Communications Media.

These areas are part of the symbol the Pre-Vocational Program used; (enclosed) - with the child again at the center of the cone of school experiences and surrounded by the reality of the fields of the world of work.

The same idea was carried over in the development of the curriculum design. (Copy enclosed)

In many cases the curriculum units developed had academic skill sheets that would directly relate a skill of the job to a school subject, whether it be Math, English, History, Science or any other academic discipline. These skill sheets were used by the directors in the Pre-Vocational classes to further emphasize the relevancy of school, both presently at their 7th and 8th grade levels and in higher levels of education and training.

To assure that each unit had basic qualities and features for the learning experience, a check list for the objective material factor, (those that can be manipulated by the educator) was referred to and where necessary for better interactions, some materials were either added to or subtracted from the package.

The curriculum was developed to handle and meet the wants and needs, of the student population. The experiences were set up to be total experiences not merely social, but academic, and sympathetic to the psychological needs of the child.

The experiences were of the present for the child to get full advantage of this interaction. Experiences were:

A) To build a frame of reference and be able to build future experience in this and related areas.

B) To exhibit growth in a positive direction with this end product having the student ready and able to take a productive place in the community.

One of the key factors in presenting any materials, lessons, or activities is reality - the concrete world.

During the introduction of career clusters and student experiences in the career units, the abstract portion of the career was secondary. The concrete "hands on" type of experience, actual viewing, talking, and other physical means were capitalized upon for a good educational experience. The traditional approach to education does not provide for a positive educational experience for this type of student and for this type of educational material. The "new" approach to education for freedom to explore, question, solve and consequently learn, is the better approach.

Non-Profit Private School

The Pre-Vocational Program was also made available to Non-Profit Private Schools who had students that would fit the same general disadvantaged descriptions as the students housed at Croft School.

During the course of the year, a private-non-profit school recommended two boys whom they thought would benefit from the Pre-Vocational Program. These boys were "overaged" for their grade and met other qualifications in order to be accepted into the program.

The Pre-Vocational Program included these students into the program and dealt with the boys in areas of their interest and as part of the total program.

Because these boys had other problems aside from school, the Home Family Service Department worked with the Pre-Vocational Directors in helping the students. A close contact was kept between the two departments for student feedback and cross appraisals of the program's affect upon the students.

The time alloted for these students was minimal (at their school) but extensive as part of the program at Croft.

The students were transported to Croft to participate in activities and classes that were Pre-Vocational oriented. The students were placed in a student group setting of similar interest, and with similar academic abilities.

The participation of these students and their success in the program was evaluated weekly by the program directors, by the principal of the school, and by a member of the Home Family Relations Department.

Student Motivation

The student motivation factor of getting the students to actively and enthusiastically participate was no serious problem.

The student responded very well when introduced to the program's career units in an enthusiastic and realistic manner at the student's level of understanding.

One important factor, as unfortunate as it is, is that most of the students would rather not be in school to begin with, and if they had a job, full or part time, they would be quite happy. To support this, two statements are necessary.

A. Students expressed a desire to be working rather than be in school.

B. The number of students who volunteer for working (without pay) in one of the local hospitals was phenominal.

Subsequently, the students were interested in participating in Pre- Vocational activities. Many of the students developed an ambition to use the library and other places of reference for seeking further information about certain careers. Some students started to investigate schools (High Schools) other than in the Waterbury School system, for possible attendance because of a vocational curriculum to their liking.

In summary, once the initial period of orientation had ended - the students were basically self motivated - necessity for a good educational experience.

Instructional Materials

The materials used in the program were of two types.

A. commercially prepared materials

B. materials developed or adapted by the director

The materials and equipment that were related to specific fields of employment

were used in the Pre-Vocational classroom to give the students the actual experience of dealing with such materials, and to provide relevant lessons in its respective subject - skill area.

Other instructional materials were developed, and used through the English class, Science, History, and other disciplines to show the student the relationships between job skills and subject study skills. This also added to the continuity of the total educational experience and showed further interaction between the world of work and school studies.

Budget

The Pre-Vocational Program was granted funds under the Federal Vocational Act, section D . The amount of funds requested were $28,750.

The funds were granted for a time period equal to one complete school year of operation: the program initially got under way February 17, 1971, and ended as an exemplary program as of February 17, 1972.

The continuation of the program at Croft will have a lower cost of continuance now that the program has been developed and initiated. The projected continuation cost is that amount equal to the salary of the personnel and basic supplies.

The development of the program and its cost reflects two "persons" at Croft where as the continuation will reflect the cost of one director at Croft. The other director will be implementing this program at another school.

The total cost of the program can be broken down into the following categories and respective amounts spent in each.

Items

Directors' salary	$21,000
Assistant Curriculum Developer	2,500
Travel - Personnel	400
Transportation - field trips	990
Equipment	1,795
Supplies & Materials	2,065
	$28,750 Total

Per Pupil Cost Formula

Total Expenditure	Number of students reached
$28,750	240

$120.00 per student

Non Commingling of Funds

It is the policy of the Waterbury Board of Education not to commingle Federal Funds with the State or Local Funds. The same policy was maintained with the receipt of funds for this program.

Reporting the Evaluation

The Pre-Vocational Program, at the closing of its initial year, had reached its short-term objectives.

Those being:

1. An increase in the participants knowlegde of the world of work.

2. The expanding of the occupational aspirations of the population served.

3. The introduction of appropriate curriculum relevancy on vocational areas.

4. The development of individualized Pre-Vocational planning program.

5. The development of a curricular and co-curricular program and procedures which could be used as models for general 7th and 8th grade populations.

6. Positively affect an up-graded youth employment by indicating the necessary connection between continuing education and better occupational aspirations.

The long range objective won't be accurately known until the students involved in the Pre-Vocational Program have entered high school, and their class has graduated. At this point it can be noted if the high drop-out rate of the target population was decreased.

The objectives of the Pre-Vocational Program are to be incorporated into the continual operation and expansion of the program. Pre-Vocational Education will evolve into an extensive Career Educational Program (with emphasis on grades K-12).

Throughout the running of the program it had been noted that the students' attitudes toward the world of work was drifting over to a more positive outlook. The students began to take a closer look at their wants for the future and the planning of it.

It was stated by one of Waterbury's High School Vice Principals that in his

dealing with some of the students from Croft, he noted their awareness and seriousness in planning for the future.

Summarizing the attitude and its outward expression, behavior has had a noteable change in the students in dealing with Pre-Vocational Education, and their present out-look upon the realities on work, its planning, its specific requirements, its relevancy and rewards.

The impact, relevancy, and the educational experiences of the program would not have been as effective if it were not for the cooperation and effective use of other institutions, agencies, business, local groups, other programs, and the cooperation of the Croft School faculty.

The community's facilities were used for field trips and persons from the community were utilized as guest speakers for in-school visitations. Materials were borrowed for teaching aids and activities, so as to provide the students with both a physical and mental experience.

The community participants were greatly used to structure an educational experience in Pre-Vocational Education that had continuity and interaction, as discussed in the program's philosophy of educational experiences.

The curriculum of the program was such that the occupational opportunities that were presented, dealt with all areas of work from Health Occupations to Agricultural. The areas were presented as large segments, career clusters, and occupations within these areas were focused upon. The areas and encompassed

jobs were presented with a view at positions dealing with little or no vocational and educational training to extensive vocational and educational training. (entry level to advanced level)

Through this method of exposure, in coordination with other previously mentioned, the students were brought up from their low occupation awareness level, to levels considerably higher.

Specific Performance Objectives

At the students conclusion of participation in the Pre-Vocational Program, the following objective were evaluated. They were·

A. A realistic idea on concept of themselves as students, persons, and future productive members of society.

B. The knowledge of the world of work, and pertinent career information.

C. Ability to critically analyze a job so as to satisfy their needs and desires.

D. Knowledge of what agencies of the community are available for future reference in matters dealing with the world of work.

E. Ability to see and strive for advancement in their selected career objective, and methods of achieving advancement.

F. Ability to set a career objective, and to select a high school course of study that will help achieve this goal.

G. To see the relevancy of school study skills and training to the selected occupational skills.

These are the performance objectives that were felt to be of major importance if students were to be participating actively in their high school educational system and in the community - striving for an end productive goal and not an irrelevant "fog" area. These objectives if reinforced in the high school situation will help produce a student with an education that will equip him or her with both academic and skills in a career field.

Choosing Participants

The participants in the Pre-Vocational Programs were students from Waterbury's Model City area. The students of the program were mainly students of Spanish speaking background - Puerto Rican culture. The students from this area were designated as disadvantaged youths - both economically and educationally.

The students were in a 7th and 8th grade situation. These students previously attended the lower elementary grades at two feeder schools· Maloney and Merriman. Croft was reopened so as to relieve some of the over crowding of the two respective feeder schools.

As previously stated, the program began in February 1971 and ran to June of 1972. At this point the 8th grade students graduated and consequently were no longer part of the program. They were only involved for a five month period,

during which time an intensified program was developed for them.

September of 1971 found the Pre-Vocational Program dealing with the past year's 7th graders, now 8th graders and a new incoming class of 7th graders. Also at this time a third feeder school, Hendricken, was included into the program. The Pre-Vocational Program thus ran for the remainder of its one (1) year duration, that being from September to February as an exemplary program, but was continued as a permanent program by the City of Waterbury.

This report thus constitutes the period of time of School Session, from February 1971 to February 1972.

With the above situation in mind, the only group of students who have been exposed to the Pre-Vocational program for a time equal to one complete school year are those students from Merriman and Maloney who were 7th grade students in 1971, February through June, and 8th grade students 1971-1972, September to February.

Describing Participants

The student population served by the Pre-Vocational Education Program was as follows:

8th grade	7th grade	Language Development
61 boys	65 boys	8 boys
44 girls	55 girls	5 girls
105 Total	120 Total	13 Total

These are the participants in the program from September 1971 to February 1972.

Recommendations

After spending one year organizing and developing a program, the Directors have some recommendations as to the future of the program and its continued operations:

Career Education must be an integral part of the curriculum of every grade K-12. The program should be altered for the various ages, interest, and needs of the particular class being served.

Career Education must be an on-going "hands on" experience. It should begin in Kindergarten and continue on through grade 12. It should stress the contact with careers and the people in them.

Career Education should work to expand the occupational horizons of the student not force him to make a choice.

Career Education should be presented on three levels; to expose, to make aware, and to orientate the youth about self-life-goals and the world of work.

There should be a central Career Education Resource Center that would be available to all schools and all teachers. This center should be staffed by people competent in and familar with Career Education, Curriculum Development, A.V. methods and material and Guidance.

Career Education must be action oriented emerging from questions that

are important to the children so that they will be brought into meaningful contact with workers, shown the dignity of jobs, importance of jobs, self worth of the individual and the relevancy of school to work.